

## Syllabus Checklist

Updated August 15, 2003

Students have the right to know from the outset what each course offers and what the professor commits to providing and requiring of students. A syllabus is a contract between professor and student. In presenting the syllabus to students at the beginning of the semester, the professor makes a statement in writing as to course purposes, policies, requirements, and assignments. In continuing in the course after receiving the syllabus, the student indicates acceptance of these. The following useful information should be included in a syllabus in an order and manner that the instructor feels will be useful to students.

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<b>Basic Information</b> <ul style="list-style-type: none"> <li>• Course alpha, number, title, section, credits,</li> <li>• Professor's name, email, office, office phone, office hours</li> <li>• Time, days, location of class meetings</li> </ul>	
<b>Overview of course</b> <ul style="list-style-type: none"> <li>• Purpose of course and its place in the GE or major curriculum (e.g., course satisfies Block I requirement of the major; requires critical thinking by comparing different theoretical approaches to current American political problems)</li> <li>• Three to five measurable learning goals or objectives of the course</li> <li>• Conceptual structure used to organize the course (e.g., genres, world regions)</li> <li>• Theoretical or pedagogical assumptions (e.g., feminist perspective)</li> <li>• Format or activities: lecture, field trips, interactive television, web component, peer reviews, etc.</li> <li>• Prerequisite courses (e.g., a 200-level literature course) or skills (e.g., specific computer or math skills)</li> </ul>	
<b>Textbooks</b> , reserve readings, and other materials and sources, required and recommended	
<b>List of types of assignments, major assignments, exams</b> , with descriptions and due dates	
<b>Evaluation methods and grading policy</b>	
<b>Course policies</b> on missed meetings, late assignments, make-up work, plagiarism, incomplete work, etc.	
Desirable: <b>responsibilities</b> of student (e.g., completing reading before class) and of instructor (e.g., returning work within a week, commenting constructively on work)	
<b>Accommodation statement and advising statement [see below for suggested text]</b>	
<b>Schedule</b> of lectures, major assignments, term projects, exams, drop dates, etc.	

Sample syllabi by UH Hilo faculty are posted at the teaching resource website:

<http://www.uhh.hawaii.edu/~teaching>

### Accommodation/access statement: (recommended wording)

Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office (933-0816 (Voice), or 933-3334 (TTY), shirachi@hawaii.edu, Campus Center Room 311), as early in the semester as possible.

### Advising statement (recommended wording):

Advising is designed to help students complete the requirements of the university and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

This checklist was endorsed by the UH Hilo Congress in May 2003 and by the UH Hilo Academic Council and Accreditation Steering Committee in April 2003. It is based on WASC guidelines for syllabi, *Handbook for Accreditation*, pp. 20-21; Barbara Gross Davis, *Tools for Teaching* (San Francisco: Jossey-Bass, 1993), posted on the University of California-Berkeley website, <http://teaching.berkeley.edu/bgd/syllabus.html> ; and "Creating the Elegant Syllabus," posted on the National Education Association (NEA) higher education website: <http://www.nea.org/he/advo01/advo0106/feature.html>